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AUTHOR Sergiovanni, Thomas J.
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ABSTRACT

This book provides a view of community that educators can use to define and build community in their schools. Chapter 1 critiques the traditional view of schools as formal organizations and offers a theory of community as an alternative. Chapter 2 describes a pattern of relationships characteristic of communities, which can be applied to relationships within schools. Examples of community by kinship, community of place, and community of mind are provided in the third chapter. Community building at New York's Central Park East Secondary School and at the Koln-Holweide School in Cologne, Germany, are described. Chapter 4 discusses the need for community and why people willingly accept it. Case studies illustrate the process of becoming a purposeful community in chapter 5. Chapter 6 shows how shared purposes and values are translated into decisions about curriculum content and design, and chapter 7 demonstrates how the power of community can be used to transform current discipline policies into strategies that help build moral character and teach active citizenship. The eighth chapter examines the meaning of professional community, and the ninth chapter describes how Denali School in Fairbanks, Alaska, has built a community of learners. Chapter 10 discusses what is involved when a school becomes a community of leaders, as exemplified by the Jackson-Keller School in San Antonio, Texas. The concluding chapter redefines leadership in terms of being, rather than doing. Two tables and one figure are included. (LMI)

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